



Curriculum Framework for Year 4

The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

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| English | Programmes of Study for: <ul style="list-style-type: none">• Year One• Year Two,• “Lower Key Stage Two” (by the end of Year Four)• “Upper Key Stage Two” (by the end of Year Six)• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation |
| Maths | Programmes of Study for each group from Years One to Six |
| Science | Programmes of Study for each group from Years One to Six |
| All other National Curriculum Subjects | Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six) |

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in

the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

3. Our Question Boards

Each class begins each half term's context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a "questions board" with the children's questions displayed. These help inform the teacher's planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child's enjoyment and achievement at school.

A Personalised Curriculum for Your Child

Precise learning objectives are differentiated according to each child's next steps in their learning. You can find out more detail about your child's next steps in learning by coming to the Parents' Evening Meetings in the Autumn and Spring terms, from your child's Annual Written Report in the Summer Term and by making an appointment with your child's class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

Our Curriculum for Year 4 for the First Half of Autumn Term

Context for Learning: Escape to the Country

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
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| Literacy | Narrative writing; stories set in imagined worlds | Children will be exploring how authors use figurative and expressive language to create images and atmosphere. They will be looking at the use of adjectives, adverbs, similes and other imagery to write descriptions of imagined worlds. They will also be using thesauruses to find synonyms to make their writing more effective. They will be writing their own stories set in an imagined world. |
| | Superheroes (Big Writing Adventures) | Children will be learning to write character descriptions, recounts and non-chronological reports. They will be learning to use pronouns, higher level connectives and will be looking at the correct use of different tenses. |
| Mathematics | Mental addition and subtraction; Number and place value; Written addition and subtraction Measurement; Decimals, percentages and their equivalence to fractions; Mental multiplication and division; Fractions, ratio and proportion | Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using < and > and place on a number line; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers Learn \times and \div facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single-digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method); find fractions of amounts Tell and write the time to the minute on analogue and digital clocks; calculate time intervals; measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column) |
| Science | Teeth and digestion | Describe the simple functions of the basic parts of the digestive system in humans. Children will also be learning about the functions of different teeth and dental hygiene. |
| Computing | E-safety; internet research; word processing using Microsoft Word | Children will learn about the opportunities computer networks offer for communication. They will identify a range of ways to report concerns about content. They will learn to recognise acceptable and unacceptable behaviour. They will learn to use the internet safely to find information on a given subject. They will be using Microsoft Word to present information effectively. |
| Art and Design | Colour mixing Observational drawing; | Colour mixing using different media such as oil pastels and paint to create landscapes linked to context for learning. Observational drawings of natural objects linked to Science topic. |
| Music | Performing together | Learning and performing songs for the Harvest celebration. |
| Design and Technology | | No unit of study this half term. |

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| History | Children in World War 2 | What was life like for children in the cities and countryside during World War 2? Children will be learning about evacuation and rationing. We shall be looking at the ways in which the local area was affected by the war. Children will be learning about the connections between local, national and international history. They will be investigating the ways in which children's daily lives were altered by WW2. |
| Geography | Maps of Britain and the wider world | Naming and locating countries involved in WW2; naming and locating major cities in the British Isles. |
| Languages | French | This will be taught weekly by a specialist teacher from Parkside. |
| Physical Education | Swimming Invasion games: netball | Swim competently, confidently & proficiently over distance of at least 25 metres; use range of strokes effectively; perform self-rescue in different water based situations. Children will be learning about and applying the basic principles of attacking and defending in an invasion game. |
| PHSE and Citizenship | Beginning and Belonging | Children will be learning to set ground rules to create a safe and happy classroom; they will explore ways of coping in new situations and identify their own support networks. |
| Religious Education | Life's big questions | Children will be looking at beliefs and important questions from different religions around the world and how these affect people's lives, including their own. |
| Cooking and Nutrition | Food during WW2 Healthy eating | Children will be learning about the types of food people ate during rationing. They will be looking at recipes from WW2. |

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| Educational Visits/Visitors | Alan Brigham – WW2 walk Vicarage Terrace |
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Our Curriculum for Year 4 for the Second Half of Autumn Term

Context for Learning: Escape to the Country (continued)

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
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| Literacy | Poetry – creating images; | Children will be using descriptive and figurative language to compose their own poems. |
| | Board games (Big Write) | Children will be learning to write various elements of an instruction booklet for a board game including a character and setting description, a background story and some detailed instructions. |
| | Stories with a historical setting | We shall be looking at and discussing a range of texts with historical settings. Children will be learning about the ways in which authors show that a text is set in the past. They will be writing their own stories set in the past using the format of a diary entry. They will also be consolidating their understanding of how to compose and set out an effective letter. |
| | | Within these contexts children will be learning about the following grammatical concepts: Adverbs Verb endings Homophones Statements, questions and commands |
| Mathematics | Mental multiplication and division Fractions, ratio and proportion Decimals, percentages and their equivalence to fractions Number and place value Written addition and subtraction Measurement Statistics Mental addition and subtraction Written multiplication and division | Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form) Look at place value in decimals and the relationship between tenths and decimals; add two 4-digit numbers; practise written and mental addition methods; use vertical addition to investigate patterns Convert multiples of 100 g into kilograms; convert multiples of 100 ml into litres; read scales to the nearest 100 ml; estimate capacities; draw bar charts, record and interpret information Round 4-digit numbers to the nearest: 10, 100 and 1000; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder |
| Science | Electricity | Children will be learning about simple electrical circuits and the uses of electricity. They will be investigating a range of materials which do or do not conduct electricity. They will be learning about the concepts of conduction and insulation. They will also be learning about how to keep safe around electricity. |
| Computing | E-safety; internet research; word processing using Microsoft Word | Children will learn about the opportunities computer networks offer for communication. They will identify a range of ways to report concerns about content. They will learn to recognise acceptable and unacceptable behaviour. They will learn to use the internet safely to find information on a given subject. They will be using Microsoft Word to present information effectively. |
| Art and Design | Designing persuasive | World war 2 posters. Children will be learning about how to design and create an effective poster relating to the topic of Children in WW2. |

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| | posters | |
| Music | Songs from World War 2 | To learn a repertoire of songs from WW2 and perform them with expression and control. Children will be creating their own singing rhymes. |
| Design and Technology | Moving cards and picture books | Children will design and make simple mechanisms in card and paper. |
| History | What was life like for children in World War 2 (continued) | Children will continue to learn about everyday life in cities and the countryside. They will find out about the various ways that people kept safe during the Blitz. They will be investigating the Make do and Mend and Digging for Victory campaigns and how these affected the lives of people in the local area and nationally. They will be learning about the ways in which VE day was celebrated. |
| Geography | Using maps (continued) | Children will be using maps of the British Isles to look at areas affected by the Blitz. They will be looking at maps of the Scilly Isles within the context of our work in Literacy. They will be learning about map symbols and keys, co-ordinates and grid references. |
| Languages | French | This will be taught weekly by a specialist teacher from Parkside. |
| Physical Education | <i>Outdoor and Adventurous activities</i> | Children will take part in individual and team challenges. They will use the 8 points of the compass. This will be taught by the Premier Sport teacher. |
| | <i>Dance: World war two</i> | Children will perform dances using a range of movements and pattern within the context of children in World War 2 topic. |
| PHSE and Citizenship | Myself and my relationships – family and friends | Children will be learning about the importance of relationships and friendships. They will learn about valuing the similarities and differences between themselves and others. |
| | Anti-bullying – Random Acts of Kindness | St Matthew's Kindness Programme – this programme is part of a wider preventative strategy to help promote kindness in school and prevent bullying. |
| Religious Education | Church People | Children will be learning about saints and why they are important within the Christian church. |
| Cooking and Nutrition | n/a | |

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| Educational Visits/Visitors | Cinema Trip Sports Festival Stibbington Trip – WW2 |
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Our Curriculum for Year 4 for the First Half of Spring Term

Context for Learning: Romans and Celts

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
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| Literacy | poems in different forms; newspapers and magazines – reports and recounts | We shall be looking at a range of poetic forms including Haiku and list poems. Children will be learning about the features of a newspaper report and writing their own reports linked to material being taught in History and Science. Grammar work including: apostrophe to mark possession, apostrophe to mark contraction, paragraphs, direct and reported speech. |
| Mathematics | Number and place value Written addition and subtraction Mental multiplication and division Measurement Fractions, ratio and proportion Geometry: properties of shapes Mental addition and subtraction | Place 4-digit numbers on landmarked lines; 0–10 000 and 1000–2000; round 4-digit numbers to the nearest 10, 100 and 1000; mentally add and subtract to/from 4-digit and 3-digit numbers using place-value; count on and back in multiples of 10, 100 and 1000; count on in multiples of 25 and 50; add and subtract multiples of 10 and 100 to/from 4-digit numbers Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one 'exchange'); use expanded column subtraction and compact column subtraction to subtract pairs of 3-digit and 2-digit numbers from 3-digit numbers (one 'carry'); learn the 7 times-table and 'tricky' facts; use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers Use mental multiplication and division strategies; find non-unit fractions of 2-digit and 3-digit numbers; find equivalent fractions and use them to simplify fractions (halves, thirds, quarters) Recognise and compare acute, right and obtuse angles; draw lines of a given length; identify perpendicular and parallel lines; recognise and draw line symmetry in shapes; sort 2D shapes according to their properties; draw shapes with given properties; draw the other half of symmetrical shapes Understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using place value and mental strategies; divide numbers by 1-digit numbers to give answers between 10 and 25, with remainders; identify factor pairs and use these to solve multiplications and divisions with larger numbers; find complements to multiples of 1000; find change from £10, £20 and £50 |
| Science | States of matter | Compare and group materials together according to whether they are solids, liquids or gases. Understand that some materials change state when they are heated or cooled. Research the temperatures at which some of these changes happen. Link to Polar exploration. |
| Computing | Programming using probots and Scratch | Use logical reasoning to design and write programmes to achieve specific goals, including solving problems. |
| Art and Design | Roman mosaics | Children will be looking at examples of Roman mosaics and designing and creating their own collage versions. |
| Music | Benjamin Britten - Cuckoo | Children will be listening to Cuckoo by Benjamin Britten. They will learn more about Britten's works through musical games, singing and playing instruments. |
| Design and Technology | | No unit of study this term |
| History | Romans and Celts | What were the causes and effects of the Roman Invasion of Britain? Who was living here when the Romans arrived? What was daily life like in a Celtic hill fort? What evidence do we have for what life was like in the past? The history of polar exploration – Scott and Amundsen (linked to Science) |
| Geography | Settlement – towns and villages | Why do settlements grow up in certain places? How has land use changed over time? Key physical characteristics of the British Isles. This will be taught through the context of the Roman invasion of Britain. Life in Antarctica (linked to Science) |
| Languages | French | Taught by teacher from Parkside |
| Physical Education | <i>Swimming</i> <i>Short tennis</i> | Swim competently, confidently & proficiently over distance of at least 25 metres; use range of strokes effectively; perform self-rescue in different water based situations. Children will develop racket skills and learn specific tactics and skills for playing short tennis. |

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| PHSE and Citizenship | My Emotions | Children will be learning to recognise and communicate how they are feeling; to recognise and describe the feelings of others using non-verbal as well as spoken cues. They will be learning to develop strategies to deal with strong emotions. |
| Religious Education | Christianity: Who and what were important in the Old Testament? | Children will be listening to stories from the Old Testament and learning about key people such as Noah and Moses. |
| Cooking and Nutrition | Food hygiene Food in the past | What kind of food did the Romans eat? Healthy eating and food hygiene – chef visit |

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| Educational Visits/Visitors | Scott polar museum Roman Workshop Idris Caldora (chef) |
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Our Curriculum for Year 4 for the Second Half of Spring Term

Context for Learning: The Romans and the Celts

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
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| Literacy | Writing instructions; writing character descriptions; persuasive writing | Children will learn how to write a vivid description of a character and setting for a board game. They will learn how to write clear and concise instructions for a board game and a persuasive advertisement for a board game. They will also look at features of a persuasive text and write an advertisement to sell a Roman villa. Grammar will include work on paragraphs, conjunctions and pronouns. |
| Mathematics | Decimals, percentages, money, time, perimeter, place value, written methods for calculation | Decimals, percentages and their equivalence to fractions; calculations involving decimals ; calculations involving money; telling the time using a 24h clock; perimeter of shapes; number and place value; problem solving and reasoning; written multiplication and division |
| Science | Sound | Find patterns between pitch of sound and the features of the object that produced it. Recognise that sounds get fainter as the distance from the sound source increases. |
| Computing | Programming using probots and Scratch | Use logical reasoning to design and write programmes to achieve specific goals, including solving problems. |
| Art and Design | Clay sculptures | Designing and making a clay head of a Roman emperor |
| Music | Lean on me | The learning is focussed around the song 'Lean on Me' by Bill Withers. The children will be exploring different aspects of the song including pulse, rhythm and pitch. |
| Design and Technology | No unit of study this term | |
| History | Roman Britain | What were the causes and effects of the Roman Invasion of Britain? The Roman army; daily life in Roman Britain; how Britain was changed by the Romans. |
| Geography | Settlement – towns and villages (continued) | Why do settlements grow up in certain places? How has land use changed over time? Key physical characteristics of the British Isles. This will be taught through the context of the Roman invasion of Britain. |
| Languages | French | Taught by teacher from Parkside. |
| Physical Education | <i>Swimming</i> <i>Short tennis</i> <i>(continued)</i> | *Swim competently, confidently & proficiently over distance of at least 25 metres. *use range of strokes effectively *perform self-rescue in different water based situations Children will develop racket skills and learn specific tactics and skills for playing short tennis. |
| PHSE and Citizenship | Financial Capability | This unit will help children understand the importance of money in our lives, where it might come from, and in particular how we can earn it. They will explore the different |

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| | | ways we can use this finite resource, including saving it. They will increase their understanding of the difference between needs and wants, the choices we and our families make and how these might be affected by our values, beliefs and culture. |
| Religious Education | Islam: Why is prayer important to Muslims? | Children will learn about the importance to Muslims of the Mosque today and about how religious beliefs are expressed in practice such as in the duty to pray five times a day. |
| Cooking and Nutrition | No unit of study this half term. | |

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| Educational Visits/Visitors | Roman workshop |
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Our Curriculum for Year 4 for the First Half of Summer Term

Context for Learning: Africa

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
|------------------------------------|---|--|
| Literacy | Stories from different cultures; stories featuring issues and dilemmas | Children will be using Mufaro's Beautiful Daughters as a starting point to look at features of stories from different cultures. They will the feelings of characters involved in dilemmas and write their own story set in a different culture. Grammar work will include commas, adverbial phrases and frontal adverbials. |
| Mathematics | Decimals, place value, written and mental methods for calculation; shape; fractions; negative numbers | read, write and compare 5-digit numbers; read, use and compare negative numbers in the context of temperature; read and write decimals (to 1 and 2 places); develop and use effective mental and written multiplication strategies; use inverse operations to check calculations; recognise and classify 2d and 3d shapes; recognise decimal and fraction equivalents. |
| Science | Living things in their habitats | Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environments. |
| Computing | Branching databases | Collecting and presenting data using the Flexitree software. This will linked to our work in Science. |
| Art and Design | African masks Enamelling Natural sculptures- Andy Goldsworthy | Plan and carry out a design. Look at different ways of adding texture. Enamelling and natural sculptures will form part of the experiences at Burwell House. |
| Music | African music, drumming and dancing; | Listening to examples of African drumming. Exploring the rhythm, tempo and dynamics and using these to create their own compositions. Exploring the connection between the rhythm of the drums and the dancing. |
| Design and Technology | No unit of study this term. | |
| History | The Benin bronzes | Exploring the history of West Africa and the importance of the Benin bronzes. |
| Geography | Africa | Locating Africa within a map of the world; using atlases to identify the countries which make up the continent; examine diversity of African ways of life; challenge preconceptions. |
| Languages | French | Taught by teacher from Parkside. |
| Physical Education | Games: netball Dance: African | Learn and practise skills of accurate passing and catching; marking and dodging other players; learning how to co-operate and play as a team using attack and defence strategies. Explore the main features of African dance and use these to create dances in a similar style. |
| PHSE and Citizenship | Healthy Lifestyles | Looking at a range of factors which contribute to a healthy lifestyle; learning about the physical and mental benefits of regular exercise; consider the relationship between physical activity and nutrition. |
| Religious Education | Christianity | Exploring places which are important to Christians and how and why churches are different. |
| Cooking and Nutrition | Healthy eating | This will be linked to the healthy lifestyles work in PSHE. |
| Educational Visits/Visitors | Idris Caldora (chef) | |

Our Curriculum for Year 4 for the Second Half of Summer Term

Context for Learning: The Tudors

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
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| Literacy | Dr X: Good or Evil? | Children will be learning how to write a persuasive letter using language appropriate for the audience. They will be writing balanced arguments using evidence to back up their ideas. They will be also be writing poems using alliteration, onomatopoeia and similes. Wherever possible, this will be linked to our work on The Tudors. Grammar work will include commas, adverbial phrases and frontal adverbials. |
| Mathematics | Factors and products; addition and subtraction; money; co-ordinates; data handling; fractions | Derive factors of 2-digit numbers and use factors and doubling to solve multiplication mentally; solve written addition and subtraction of 4-digit numbers and check subtraction with addition; add amounts of money (pounds and pence) using column addition; solve word problems choosing an appropriate method; use coordinates to draw polygons; find the coordinates of shapes after translation; draw and interpret bar charts and pictograms; draw line graphs and understand that intermediate points have meaning; find non-unit fraction of amounts; add fractions with like denominators. |
| Science | Living things in their habitats + animals including humans (continued) | Children will be learning to recognise that environments can change and that this can sometimes pose dangers to living things. |
| Computing | Branching tree diagrams (continued); Digital literacy | Use Flexitree software to classify and present data (linked to work in Science). Use features of Powerpoint to present information to interest an audience (linked to work in History). |
| Art and Design | Tudor portraits | Children will be looking at portraits from the Tudor period and learning about the work of Holbein. They will create their own portraits in a similar style. |
| Music | Don't stop believing | The learning is focussed around the song <i>Don't Stop Believin'</i> by Journey. The children will be exploring different aspects of the song including pulse, rhythm and pitch. |
| Design and Technology | | No unit of study this term. |
| History | The Tudors | Children will be learning about the differences between daily life in Tudor times and their own lives. They will be learning about how the Tudor monarchs came to power and some of the issues that were important at the time. |
| Geography | Tudor exploration | Children will be looking at how Tudor exploration changed people's knowledge of the world. |
| Languages | French | Taught by teacher from Parkside. |
| Physical Education | Athletics | Children will develop and practise running, jumping and throwing skills. |
| | Tudor dance | Children will be exploring features of Tudor dance and using these to develop their own dances in a similar style. |
| PHSE and Citizenship | Keeping safe | Learning will build the children's understanding of the concept of risk and how to manage it. They will learn that risk can be social and emotional as well as physical. Children will learn how to identify risky situations and discuss strategies to keep themselves safe. |
| Religious Education | Who is in charge of our world? | Children will learn about some of the ways in which Christianity and other religions express and respond to their beliefs that there is a creator of our world. |
| Cooking and Nutrition | Tudor food Healthy eating | Children will be comparing the food eaten in Tudor times with the food we eat today. |

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| Educational Visits/Visitors | Kentwell Hall |
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